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'Truth be Told'
series begins
with a look
at social history

PCNMP Happenings:
Advisory panel
takes a look at
PCNMP goals

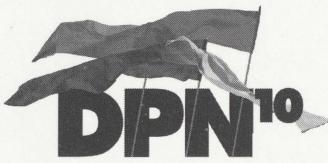
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Ask Aunt Sophie:
Read any good
books lately?



On the Green—A publication for Gallaudet faculty, teachers, and staff
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February 25, 1998
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DPN 10 celebration highlights—what's happening this week!

February 26 Truth Be Told Panel: "DPN Media Panel," 2-4 p.m., GUKCC Auditorium; DPN 10 Gala tux fittings, 12-4 p.m., Ely Center

March 2 DPN History Exhibit Opening, Merrill Learning Center and Visitors Center

March 3 DPN 10 Gala tux fittings, 12-4 p.m., Ely Center

Gallaudet implements new, improved e-mail system

By Dr. Cynthia King and Roger Doty

Gallaudet is implementing a new e-mail system to move the University from the text-only environment of the VAX to a rich communication environment where e-mail can include formatted text, graphics, and attachments.

The new system will make it easier for the campus community to communicate with each other and with people outside Kendall Green. Imagine being able to send a message with bold or colored text, graphics, tables, and lists embedded in the message and a video or other file attached as well.

All of these things are possible with the new e-mail system. In addition, future calendaring/scheduling and video e-mail are possible. The new e-mail system is being integrated with an experimental online learning system being developed at this time (Gallaudet Dynamic Online Courseware, GDOC, <http://courses.gallaudet.edu>). (Watch for an article on GDOC in an upcoming issue of On the Green.)

For the first time, people on and off-campus can look up e-mail addresses at Gallaudet using public address books that are part of the new system. Users wishing to access the system from off-campus will need to subscribe to an ISP (Internet Service Provider). Subscribing to an ISP will also provide the Gallaudet community and its families with access to the World Wide Web and other Internet resources. Eventually, an ISP will be considered as essential as having

a phone in your home. A comprehensive list of ISPs is available at <http://thelist.internet.com>. Clark Net (a deaf-managed and part deaf-owned company) has offered a discount to members of the Gallaudet community. Information is available on the VAX notice system and at <http://www.clark.net>.

For those interested in technical details, Lotus Domino is the software we are using on the e-mail server. People accessing the e-mail server can use a variety of client programs. Initially, Netscape Messenger (a mail client that is part of Netscape Communicator Version 4) has been selected as the standard mail program.

By late summer, the e-mail industry is promising better mail client programs for environments such as ours where students will be using multiple computers to access mail. At that time, we will re-evaluate all options and expand the definition of the standard mail program. By fall of 1998, all members of the Gallaudet community will have accounts on the new e-mail system.

Individuals with existing VAX accounts will be able to continue using that system until the VAX is phased out in the year 2000.

Detailed information about the new e-mail system is available on the Web at <http://mail.gallaudet.edu>. Members of the community are encouraged to join the Web-based discussion forum at that address to share questions and experiences.

(A companion article below describes the pilot project and training opportunities available this semester.)

Facts behind the new e-mail system pilot project

By Dr. Cynthia King, Roger Doty, and John Day

Have you heard about the on-going pilot project for a new e-mail system at Gallaudet, and are you wondering when the new system will be available for everyone on campus to use?

If so, read on. This article is for you!

The planning and implementation of the new e-mail system has been a campus-wide, cross-divisional effort. Many committees, individuals, and administrative teams have contributed to the process and outcome. Special thanks are due to President I. King Jordan, the vice presidents, and the Board of Trustees for their vision, leadership, support, and funding.

The current pilot project is being directed by Dr. Cynthia King, who

has a special assignment within Academic Affairs this year to improve interactive visual learning through technology. Computer Services, under the leadership of Roger Doty, director, is providing staff and resources for e-mail system administration. Academic Technology, under the leadership of John Day, acting director, is providing staff and resources for e-mail system training. PC Support, a unit within Computer Services, is developing a CD-ROM to make it easier to install e-mail and other standard software.

The e-mail System Review Committee, which selected the e-mail server software, was chaired by Peter Un and Lloyd Ballinger of Computer Services. Funding for the hardware and software being used in the pilot was provided by VPAA Roslyn Rosen,

continued on page 4



Henry Tate, (top row, left) liaison between Gallaudet and Rotary District #7620, and other Rotary officials are shown with Gallaudet students who are 1997-98 recipients of Rotary scholarships at a February 12 Rotary Day Luncheon in the GUKCC. Since Rotary established an endowment fund for scholarships at Gallaudet in 1972, more than \$165,000 in scholarship funds have been awarded to over 145 students.

Teleconference gives tips on avoiding pitfalls on the path to success

By Katherine DeLorenzo

When deaf entrepreneur Jamie Clark walked into a bank five years ago and asked for a small business loan to start his own company, he was turned down. "They said it was too risky," Clark said. Last year, the 1987 Gallaudet graduate and Maryland business owner's Internet service provider earned a \$4.7 million profit.

Deaf and hard of hearing students from over 160 schools tuned in during the live satellite broadcast of "Reach for the Stars: You Can!" to find out how Clark and others avoided the obstacles to successful careers. Packed with expert advice and profiles of successful deaf professionals, the program also offered students and educators the opportunity to fax and phone in their questions. Co-hosted by Gallaudet students David Kurs and Ann Lynn Smith, the broadcast featured live interviews with Clark and National Institutes of Health research biologist Eva Roque.

What kind of experiences do deaf and hard of hearing college graduates have when they enter the workforce? More important, how did they get there in the first place?

While he was a student at the Maryland School for the Deaf, Clark dreamed of working with computers; at Gallaudet, his interest blossomed into a major in computer science. It was not until he entered Johns Hopkins University's graduate school while working for an insurance company that Clark parlayed his interest into a career.

During a course on the Internet, Clark and a fellow

student attempted to find a company that would offer them service. "There was only one Internet service at the time, and they weren't providing very good service," said Clark. "I knew I could do better." Unable to secure a loan, Clark used his family's investments as collateral and set up his business at the family's Maryland farm. At the time, he could not afford to quit his other job, so he worked on his new business during the evening. What he didn't know about the business he learned by going to the library. "I knew all the technical stuff, but I hadn't learned how to run a business," Clark confessed. Learning the art of management required still more training.

Like Clark, NIH research biologist Eva Roque also got her start at Gallaudet with a summer internship through the Experiential Programs Off Campus program. Roque, who once considered a career in medicine, now works for the NIH Dental Research Laboratory, where she analyzes tissue and aids in research on cancerous cell growth and related dental disorders.

Students not interested in making waves in cyberspace or fighting cancer can find 22,500 other jobs to suit their interests, said EPOC job search advisor Anjali Desai.

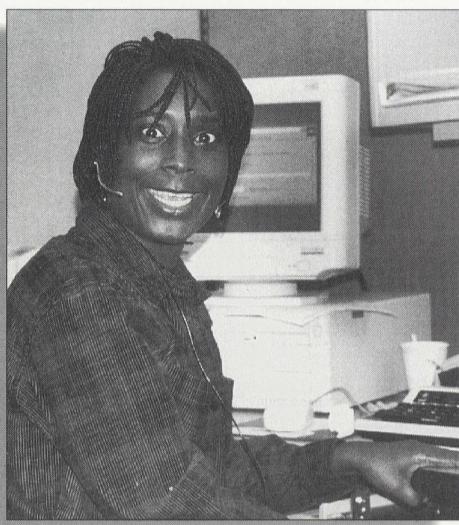
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NIH biologist Eva Roque (second from left) answers a question during the "Reach for the Stars" live teleconference. Also pictured are (from left): Cohost Ann Lynn Smith, entrepreneur Jamie Clark, and cohort David Kurs.

UP CLOSE

By Mike Kaika



Stephanie Dickens

Stephanie Dickens—the phone constantly rings

Those of us who have teenagers around the house are pretty familiar with the constant ringing of the phone. If the phone doesn't ring within a short period of time, it probably means the teenager is on the phone (likely) or the phone is out of order (unlikely).

For Stephanie Dickens, Gallaudet's switchboard operator in Telecommunication Services, the phone rings about 100 times a day, five days a week.

Situated in a small room in the basement of the EMG Building, Dickens answers all the voice and TTY calls that come in on the x5000 line and then transfers them to the appropriate person or department on campus. "The only place on campus I can't transfer a call to is the

Conference Center," said Stephanie. "Even though the prefix is the same as Gallaudet's, the last four numbers start with 6, so I inform the caller to call 651-6000."

Stephanie has been answering phone calls for 16 years. She worked for TASCO (Telephone Answering Service Co.) for 10 years as operations manager, but when the company moved from Bethesda to Baltimore, Stephanie didn't want to make the daily drive. Six years ago, she applied for the switchboard position at Gallaudet and has been here ever since.

The peak times when the switchboard lights up are at the beginning of each semester and at graduation time. "I get a lot of calls from concerned parents who haven't heard from their son or daughter for several days and they want me to connect them to their phone," said Stephanie. "I inform the parents it is not possible because I don't have the students' phone numbers and even if

I did, I couldn't transfer them because those numbers do not start with a Gallaudet prefix. The best I can do is transfer their calls to the Student Life Office."

A high percentage of the calls coming through the switchboard are for information about Gallaudet or deafness. Stephanie will use her best judgement and transfer the call to the appropriate department or to the National Information Center on Deafness. She also gets some strange or misdialed calls. "I got some from a local hospital that thought I was also the relay operator for people on campus. I also get calls from people who want to talk with someone from the Department of Education—not Gallaudet's, but the U.S. Department of Education."

In addition to handling incoming calls, Stephanie takes care of requests from students who want a phone in their dorm room and complaints from students who are having a problem with the phone.

"The students order the telephone service through Bell Atlantic but the Telecommunications Department is responsible for installing the phone and phone jack," said Stephanie. "When students experience problems with their phone, they contact me and I handle the requests for service."

When 5 p.m. rolls around, Stephanie puts the x5000 line on an answering machine that informs callers to call the Department of Safety and Security if it is an emergency situation. The same holds true for weekends and Gallaudet holidays.

After six years, Stephanie has memorized quite a few department and personnel phone numbers but she still relies on the Gallaudet Phone Directory, which is right in front of her at all times.

When she arrives home in the evening, the phone doesn't ring as often as it does at work, but when it does, Stephanie often answers the phone by saying, "Gallaudet University, may I help you...," an understandable force of habit! G

Social history of deaf people in the U.S. is topic of first 'Truth be Told' panel

By Katherine DeLorenzo

The first in a series of panels focusing on the Deaf President Now protest opened with a look at the changing social history of deaf people in America. Entitled "Documenting the Social and Historical Presence of Deaf People in the United States," the February 12 panel brought together six authors who are well known for their work in deaf social history.

"The best of times—but are times really better for deaf people?" was the opening question by moderator Dr. Tom Humphries, coauthor of *Deaf in America: Voices from a Culture* and a professor in the Department of Communication and Teacher

deaf people have college degrees and 43 percent do not have high school degrees," pointed out Dr. John Christiansen, Gallaudet sociology professor and coauthor of *Deaf President Now!* Many deaf people are now pursuing college and advanced degrees, he said, "but what about the others?"

"Deaf people psychologically are stronger," emphasized Dr. Claire Ramsey, a faculty member in the Department of Education at the University of Nebraska and author of *Deaf Children in the Public Schools*. But more recognition for deaf culture has also exacerbated tensions between groups, the panelists agreed, especially in the schools. "The power struggle is still there," said Dr. Katherine Jankowski, director of demonstration schools at PCNMP and author of the recently released *Deaf Empowerment*. "We need to look at who is making the decisions."

Another hotly debated topic was the impact of technology and mainstreaming on deaf culture. The social cohesion and cultural connection once fostered in residential schools is disappearing, said Gannon. "More and more deaf students are going into mainstream programs and they are missing the wonderful connection with the past."

Technological innovations also have their social impact, argued the panelists. The use of e-mail has decreased the amount of social interaction but it has also broadened the deaf community by offering an easily accessible form of communication. While deaf clubs have diminished in size, the demand for deaf speakers across the country has increased. "New institutions replace those institu-

tions that are gone," suggested Humphries.

Ending the panel was a discussion of some influential forces in deaf history and their importance, including the study of ASL, mainstreaming, technology, economic opportunities, and the impact of DPN. "The study of ASL as a language has given us a lot of power," said Dr. Benjamin Bahan, chair of the Department of Deaf Studies and coauthor of *Journey into the Deaf-World*. Humphries pointed out that when *Deaf Heritage* was published, it "could name all the deaf Ph.D.s in the United States," a fact no longer possible, given the rise of a more educated deaf middle class. "Students I meet today have all sorts of plans for their future," agreed Gannon.

The question and answer session following the panel discussion was dominated by questions about Gallaudet's curriculum and its family programs. Gallaudet graduate John Fenicle raised the issue of the University's curriculum requirements, which Fenicle argued favor English over bilingualism. It was pointed out that Gallaudet's curriculum has undergone a number of changes in recent years; an audiology course is no longer required, and a Department in Deaf Studies has been established. Faculty who want tenure must now meet more stringent sign language requirements, added Gannon.

Some panelists suggested that the University will continue to change as it grows. "I agree that not enough change happens," said Bahan. "It takes time to work it into the system." "There are many more changes going on than we realize," added Gannon.

Serving on the "Truth Be Told" Lecture Series Committee are Dr. Jane Norman, chair of the Department of Television, Photography,

and Educational Technology, who introduced the panelists, Daphne Cox McGregor, assistant director of Alumni Relations, and Dwight Benedict, director of Campus Life. The next panel, "DPN Media Panel," will take place on February 26 in the Gallaudet University Kellogg Conference Center at 2 p.m. G



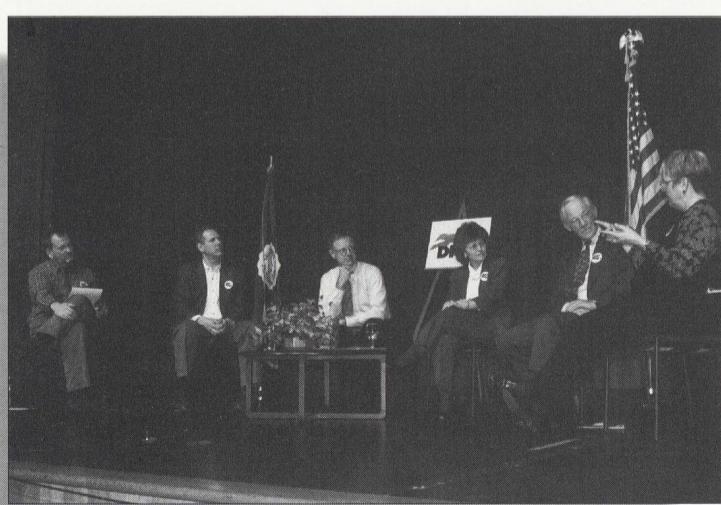
Roommate Needed—House in Bladensburg to share, prof. preferred, 3-BR, lg. kitchen w/skylights, no pets, \$325 plus util., cable, and phone. Call x6102 or e-mail ara_schooley.

G ON THE GREEN

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Dr. Claire Ramsey discusses mainstreaming during the first "Truth Be Told" DPN panel while (from left) moderator Dr. Tom Humphries and panelists Dr. Benjamin Bahan, Dr. John Christiansen, Dr. Katherine Jankowski, and Dr. Jack Gannon look on.

Education Program at the University of California at San Diego.

"Generally speaking, I feel that today is the best of times for deaf people," said Dr. Jack Gannon, author of *The Week the World Heard Gallaudet and Deaf Heritage*, "especially middle class and professional deaf people." For others, however, the reviews were mixed. "Twenty percent of

PCNMP HAPPENINGS

National Mission Advisory Panel reviews progress toward national mission goals

By Susan M. Flanigan

The National Mission Advisory Panel (N-MAP) met at Gallaudet on January 25 and 26 to review the progress of Pre-College National Mission Programs (PCNMP) in addressing its national mission priority areas of family involvement, transition, and literacy.

The panel provides a forum for public input from the broad constituency PCNMP serves. Over the course of two days, PCNMP staff presented reports on the Family Involvement Forum scheduled for March 1-4; the national dialogue on transition and plans for Requests for Collaboration (RFCs) in the area of transition; the demonstration schools; and the transition program at the schools.

Dr. Margaret Hallau, director of PCNMP Exemplary Programs and

possible solutions at home, at school, in the environment and community, and in public policy and legislation," LeNard continued. "There is a sense of urgency and a sense of long-term system-wide needs as well as immediate needs. We also found that the educational setting clearly influences transition issues."

To help improve this picture, EPAR has developed two RFC topics. They presented the RFC topics to N-MAP for input. One is planning and developing an information package for school personnel, parents, and students to help students develop their own career plans through the Individualized Education Plan (IEP) process; the second is convening a national forum on teaching job skills including work exposure and work experience. N-MAP mem-

"Reports from mainstream schools showed many students facing isolation, communication problems with their peers and their parents, below average English skills, and a lack of organizational and social skills they will need to face and meet the challenges of life."

—Judy LeNard,
program evaluation associate

Research (EPAR), updated the panel on the progress made in the family involvement area. "From the RFC applications we have selected eight programs from across the country to participate in a Family Involvement Forum," she told the panel. The forum will focus on the special needs of families who do not speak English, who are members of minority cultures, who live in rural areas, or who have deaf and hard of hearing children. The forum will allow practitioners and parents to share strategies and materials that benefit this group and will identify future directions in development and research.

Judy LeNard, program evaluation associate, presented the information PCNMP has collected on the transition of deaf and hard of hearing students from school to work or postsecondary education. This information helps PCNMP determine where to begin its work in transition. "We gathered information from a variety of sources, including the national dialogue on transition, surveys, interviews, and feedback on a stimulus paper," said LeNard. "Reports from mainstream schools showed many students facing isolation, communication problems with their peers and their parents, below average English skills, and a lack of organizational and social skills they will need to face and meet the challenges of life."

"We've identified problems and

bers felt that the focus on transition should include, among other things, linking literacy and transition; developing assessment tools; presenting work-experience programs in a variety of settings; and identifying resources and products that will make a difference. PCNMP will use the panel's feedback to help refine the RFCs.

Marilyn Galloway, PCNMP transition coordinator, described the transition program being developed for grades K-12 at the demonstration schools. Transition planning is now mandated by the Individuals with Disabilities Act (IDEA) to be in the IEP of every student age 14 and older.

"An educational plan should start with the student's long-range goals. It should include short-term objectives which move the student toward career goals," said Galloway. The new transition program at PCNMP concentrates on helping students identify career opportunities, developing skills needed in the workplace, providing work place experiences, and encouraging students to continue with postsecondary education.

"The N-MAP meeting reflected a sense of emergency in deaf education," said PCNMP vice president Jane Fernandes. "Our task is to break down the complex issues into manageable pieces. The RFCs are designed to make a positive impact on the achievement levels of students." G

Stu·dent·saу·rus

(stoo·dant·soar·us) n. 1. a special breed of inquisitive men and women who Gallaudet recruits, retains, and educates. 2. pizza-eaters.

Students get positive message about success

By Roz Prickett

The "Reach for the Stars: You Can" teleconference was downlinked to over 160 sites across the United States. This made it possible for deaf and hard of hearing students around the country, in mainstream and residential programs, in large and small schools, to all get the same message—that deaf and hard of hearing people can be successful in whatever they set out to do.

Conference planners know that among the many observers, over 70 students from the Maryland School for the Deaf in Frederick; the Model Secondary School for the Deaf on Gallaudet's campus; Rockville High School; and Eleanor Roosevelt High School in Greenbelt, Md., watched the teleconference at the Peikoff Alumni House. In addition, 48 students and staff watched it from the Illinois School for the Deaf in Jacksonville.

The teleconference was also interactive. Teachers, administrators, and students at the many sites were invited by teleconference organizers to call or fax in their questions for the panelists. A total of 76 questions were submitted from 28 locations, including East High School in Anchorage, Alaska; Governor Baxter School for the Deaf in Portland, Maine; Ohlone Community College in Fremont, Calif., and Miami Day Community College in Miami, Fla.

The producers of the teleconference made every effort to have every question answered on the show. The questions ranged from specific questions about a particular panelist's job, to queries about Gallaudet in particular, and some requests for job advice. Here are examples of some of the questions asked:

- Kilee Bennett, Utah School for the Deaf—"I was wondering if deaf people can join WNBA basketball at Gallaudet?"

- Waylon Mather, Montana School for the Deaf—"Is it possible for a deaf person to become a surgeon?"

- Dan DeLuca, Governor Baxter School for the Deaf—"Who were your role models growing up? Who inspired you?"

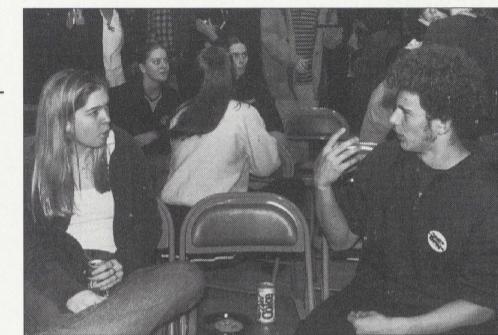
- Ember Anderson, Oregon School for the Deaf—"Was it hard to start a real business? Do you really like your job? How long does it take to go through the process?"

- Nicole Davis, Hiram G. Andrew Center in Johnston, Pa.—"What field are deaf people most successful in, other than teaching?"

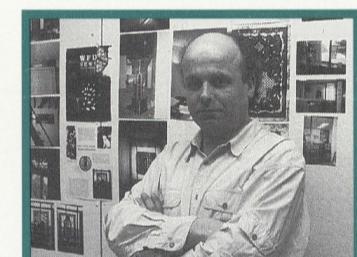
- Michelle Alexander, Miami Day School—"If I go to the interview with an interpreter, will that hinder my chances of getting the job? Should I go without an interpreter and communicate via writing and gestures?"

Teleconference organizers plan to make copies of the program available on videotape and on the Kaleidoscope channel on cable television.

"It was so successful, we are thinking about making the teleconference an annual event," said Debra Lawson, outreach coordinator for the Office of Enrollment Services and a member of the teleconference's planning committee. "The students were clearly impressed. Some even said it exceeded their expectations and opened their minds to jobs they'd never thought of before." G



MSSD senior Melissa Kononenko discusses the teleconference with MSD senior Petru Ciubotarescu at a reception in 'Ole Jim' following the program.



Stained glass artist Sander Blondeel poses in front of photographs and articles chronicling his many art works and exhibits at a February 11 lecture and reception in the Washburn Arts Building. The event was part of "Gallaudet Connections," the Art Department's arts exhibition series.

National Mission Advisory Panel members:

Administrators/educators, center/residential schools for deaf students:

- Dr. Gertrude Galloway, superintendent, Marie Katzenbach School for the Deaf, Trenton, N.J.
- Dr. Henry (Hank) Klopping, superintendent, California School for the Deaf, Fremont, Calif.

Administrators/educators, mainstream programs with deaf and hard of hearing students:

- Linda Raymond, administrative specialist, Student Special Services, Clark County School District, Las Vegas, Nev.
- Diane Perkins, Baltimore County Public Schools, Pine Grove Middle School, Baltimore, Md.

Administrators/educators, special education:

- Dr. Gaylen Pugh, National Association of State Directors of Special Education, Madison, Ala.

Administrators/educators, day schools for deaf students:

- Dr. Oscar Cohen, superintendent, Lexington School for the Deaf, Jackson Heights, N.Y.
- Dr. Cynthia Ashby, superintendent, Atlanta Area School for the Deaf, Clarkston, Ga.

Administrators/educators, regular elementary/secondary education:

- Dr. Nancy Shannon, principal, Merritt Elementary School, Washington, D.C.

University programs:

- Diane Brooks, associate director, Recruitment and Admissions, National Technical Institute for the Deaf, Rochester, N.Y.
- Andrew Sanchez, coordinator, Interpreter Training Program, Lamar University, Beaumont, Tex.

Members of the deaf community:

- John Lopez, chairman emeritus, National Hispanic Council Consultant, Opportunities for Deaf People, Arlington, Va.

- Laurene Gallimore, coordinator, Western Oregon State College, Monmouth, Ore.

- Joseph Innes, associate professor, Department of Education, Gallaudet University

Alumni, MSSD:

- Dr. Tom Holcomb, associate professor, Deaf Studies, Ohlone College, Fremont, Calif.

Parents:

- Sandy Harvey, executive director, American Society for Deaf Children, Sacramento, Calif.

- Ronald Lanier, Virginia Department for the Deaf and Hard of Hearing, Richmond, Va.

Office of Special Education and Rehabilitative Services (ex officio):

- Ramon Rodriguez, liaison officer, Office of Special Institutions, United States Department of Education, Office of Special Education and Rehabilitation Services, Washington, D.C.

Fireside Chat, Part II: Deafness knowhow vs. administrative knowhow: And the winner is ...

(Second in a two-part series)

By Mercy Coogan

Out of the 87 applicants who sought to be Gallaudet's seventh president, only three remained on Sunday, March 6, 1988: two deaf men, one hearing woman. That day the Board made the final selection and in the evening announced the appointment of Elisabeth Zinser.

All eyes were riveted on Dr. I. King Jordan and Board of Trustees members Philip Bravin and Dr. Laurel Glass as they shared their memories of that moment with the campus community at the first DPN Fireside Chat on February 4.

"Most of the Board viewed King as a relatively inexperienced administrator," said Glass. "Elisabeth, on the other hand, had a great deal of experience. And remember, back then we were more dependent on federal support than we are today. The Board wanted to be sure the next president was able to make a strong case for the University before Congress."

In the end, the core issue faced by each member of the Board as the votes were cast boiled down to this: What was more important for Gallaudet, a president who possessed superb administrative ability and experience or one who had the ability to relate, communicate with, and represent deaf people?

The vote was taken with 10 of the 14 members choosing administrative knowhow over deafness knowhow.

"Jane Spilman wanted the

world to think that the vote for Dr. Zinser was unanimous," Bravin recalled. "The truth is, however, the three deaf members of the Board voted for King Jordan, and so did Laurel Glass ... I decided it would be a lot easier and faster to bring a person up to speed on administrative matters than on deafness issues."

Bravin made the call to Zinser, Jordan, and Dr. Harvey Corson (the third person on the short list) from the Mayflower Hotel where the Board was hosting a dinner party for its newest member, Larry Speakes. When Bravin called Jordan that night to inform him of Zinser's appointment, Jordan was stunned. "It was the shortest, coldest TTY call I'd ever had from Phil," he said. "I knew it was hard for him to give me this news."

No one knew that the students and their supporters, furious with the announcement of Zinser's appointment, were converging on the hotel.

"A security officer came into the room where we were having the dinner and told us that there was a 'unique' crowd outside the hotel and that someone better go out and calm it down," Bravin said. "So I went to face the crowd with Jane Spilman. It was cold. People were so angry—angry at me. ... It was a painful experience."

No one's angry any more, though. For 10 years Gallaudet has shown the world that a deaf person can run and represent this University just fine, thank you.

(Be sure to catch the next Fireside Chat March 5 for more information about what went on behind the scenes at DPN.)

Teleconference gives tips on how to achieve success

continued from page 1

Margolin, who appeared on the broadcast to dispense career advice. That's how many jobs are listed in the Occupational Directory. And fast-growing fields such as health care and computer science will require bachelor's and even master's degrees, compelling more deaf and hard of hearing students in search of lucrative careers to enter college.

The broadcast featured profiles of Gallaudet Board of Trustees Chair Glenn Anderson, Democratic National Committee staff accountant Mike Gantz, and Marvin Herbold of Bethesda Softworks, all Gallaudet graduates. Also featured was student Dawn Birley, a tae kwan do martial arts athlete and Olympic gold medal contender.

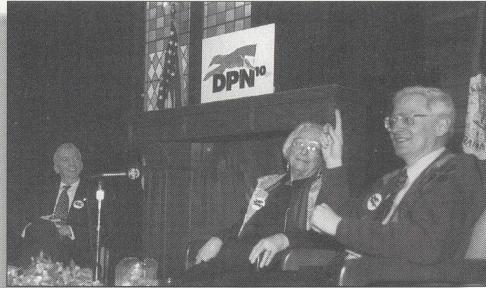
Like Roque, Herbold got his start in internships, working first at NASA and later at Duke University. A math and computer science wiz, Herbold sought a career in the computer gaming industry, and it was his assertiveness that paid off. "Before the interview they asked me to do a small demo of a 3-D cube, but I

decided to do something better." After creating a three dimensional chess game for his job interview, Herbold was hired.

This "can do" attitude is what propelled Birley into tae kwan do, a sport the Canadian athlete got involved in after seeing a Bruce Lee film. Her father nixed the idea, but Birley persevered. "He thought it would be too rough for me," she said. "I wouldn't let that stand in my way."

As one of 15 deaf students in a large Chicago public school system, Dr. Anderson learned firsthand the lessons of resilience and self-reliance. The son of a janitor, he was teased by his athletic peers for being studious, but Anderson had a different plan in life than the one offered his father. "I knew I did not want to work as a janitor," he said. "I took it upon myself to learn by reading." Despite his intelligence and drive, Anderson still faced the most hazardous pitfall of all: "I thought that there were many things I couldn't do. ... Then, when I want to Gallaudet, my opinion changed drastically. I could be a leader."

The success of "Reach for the



Board of Trustees member Philip Bravin (right) reminisces about DPN while President I. King Jordan and Board member Dr. Laurel Glass look on. The next Fireside Chat with Dr. Jordan will be on March 5.

WHAT'S HAPPENING

(Note: For more information about University athletic events, call the Athletics Department at x5603; for MSSD athletic events, call x5361.)

February 25-26 Black Deaf Student Union Bake Sale, all day, Ely Center

25-March 1 "Turn A Page" book display features Dr. Stephen Fox, associate professor in the English Department. The display is inside the Library's east entrance.

25 Black History Month: Book Signing with Dr. Barbara Hardaway, 3-5 p.m., Ely Center Atrium, and 7-9 p.m., Ely Center Multipurpose Room; Men's Basketball CAC Tourney Semifinals (possible), time and location TBA

26-28 MSSD Winter Dance Concert, 8 p.m., MSSD Theatre Malz, tickets are \$5 for adults, \$3 for students and senior citizens, and MSSD students free with I.D., e-mail ADFARRAND or call x5019 for information.

26 DPN 10: Truth Be Told Panel: "DPN Media Panel," 2-4 p.m., GUKCC Auditorium; DPN 10 Gala tux fittings, 12-4 p.m., Ely Center; Women's Basketball CAC Tourney Semifinals (possible), time and location TBA

27 ASL Interactive Lunch, 12-1 p.m., Merrill Learning Center, upper level; Black History Month: Arts & Crafts Fair, 9 a.m.-4:30 p.m., Ely Center

28 Black History Month: "Oldies But Goodies Party," 8 p.m.-1 a.m., Peikoff Alumni House; Men's and Women's CAC Tourney Finals (possible), time and location TBA

March 2-4 Midterm Week; "Turn A Page" book display features Dr. James Nickerson, associate professor in the Department of Mathematics and Computer Science. The display is inside the Library's east entrance.; Block G Club Bake Sale, all day, Ely Center

2 DPN 10: DPN History Exhibit Opening, Merrill Learning Center and Visitors Center; Last day to change to audit for graduate students

3 DPN 10 Gala tux fittings, 12-4 p.m., Ely Center

4-6 Learning Disabilities Conference, GUKCC, e-mail CONFERENCE for more information.

4 ASL Modules: "ASL Conjunction," 2:30-3:30 p.m., Merrill Learning Center, Room US-11

Community Events

February 26 Publick Playhouse: *Black Umfolosi*, sign-interpreted performance at 10 a.m. and 12 p.m., 5445 Landover Road, Cheverly, Md., (301) 277-1710 (voice), (301) 277-0312 (TTY)



ASK AUNT SOPHIE

Dear Aunt Sophie

In a recent column you were asked if you were deaf or hearing. Your reply was to "let the mystery continue." I am curious to know more about you. I would like to know what books you have read. The Library has that "Turn A Page" display which features a faculty member each week and that got me wondering about your favorite books. Would you share a little bit with us? Thank you.

Gotta Know More

Dear GKM,

Why thank you, dear, for inquiring about your old Aunty's reading habits. However, rather than list my favorite books, I'd like to tell you about a couple that had a most remarkable impact upon my life.

The first "real" book (that is, one with more words than pictures) that I remember reading was given to me long ago by my grandmother. A native of Ireland, Mamadear worried much about my piety. One day she gave me a thick tome called *The Life of Saint Patrick*. I had no intention of reading the thing, mind you, but to please her (and to be sure that she gave me a piece of soda bread with my tea that day), I began reading the book then and there. Without my realizing it, I was captured by the words and the images they conveyed of a

wild place and a wilder time. It was the beginning of my lasting love affair with history, though much to Mamadear's despair, not with piety.

Many years later, I experienced a similar revelation when a friend gave me the newly published *In a Different Voice* by Carol Gilligan. Today, Gilligan's premise that women develop psychologically/morally very differently from the way the experts said they did (because the experts' model of human development was based on men only) is old hat. But it was a revolutionary concept back then, and generated exhilarating discussions among forward-thinking women such as your Aunt Sophie.

Indeed, books are a wondrous thing. I can never get enough of them and usually have several going at any given time. One I'm enjoying currently and highly recommend is *The Chain of Love* by Betty A. Young. It is a most interesting and reader-friendly account of the founding of the American School for the Deaf in Connecticut.

Happy reading, all!

If you have a burning question that you would like to ask Aunt Sophie, e-mail her at PUBLICREL. Be sure you say your question is for Aunt Sophie.

Background on the new e-mail system

continued from page 1

based on a recommendation by the Academic Affairs Technology Advisory Committee.

Funding for the campus-wide implementation of the new e-mail system is being managed by Vice President for Administration and Business Paul Kelly.

Demonstrations of the new e-mail system are part of the training being provided by Academic Technology this semester. The schedule is on the web at <http://acadtech.gallaudet.edu/training/spring98uts/index.html#emailsystem>.

The one-stop shop for all information about the new e-mail system is available on the web at <http://mail.gallaudet.edu>.

The timeline below describes highlights of the planning and implementation of the new e-mail system:

- October 1996—President Jordan makes a request to the U.S. Congress for supplementary funds.
- May 1997—AATAC recommends e-mail pilot as a priority, VP Rosen approves this and other LEARN97 projects; demonstrations of possible e-mail systems are provided for the

community

- Summer 1997—E-mail Review Committee recommends Lotus Domino, pilot hardware and software ordered

- October 1997—Board of Trustees approves Information Technology Plan, including funding for a new mail system; hardware for campus-wide implementation ordered

- November 1997—Pilot 1 Phase: Computer Services and Academic Technology staff and student workers, selected departments, programs, and committees

- December 1997—Pilot 2 Phase: Gallaudet administration representatives

- January 1998—Pilot 3 Phase: Gallaudet faculty and staff representatives

- February 1998—Pilot 4 Phase: Gallaudet student representatives

- March 1998—Migration of e-mail pilot to new campus-wide server

- April 1998—Testing of new campus-wide server

- Summer 1998—Accounts created for Gallaudet employees; selection of best mail client for student users

- Fall 1998—Accounts created for Gallaudet students

Stars: You Can!" will be followed on March 13 with another teleconference, "Deaf President Now: The Pulse of the People."

The teleconferences are a collaboration of several campus units, including the Office of the

President, the School of Undergraduate Studies, the School of Management, the College for Continuing Education, the Office of Enrollment Services, and the Department of Television, Photography, and Educational Technology. [G]